



Positive Behaviour Policy

Summer 2021

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Policy amendments may occur at any time and you should consult the Policies page on the website for the latest update.

Ethos

This behaviour policy is aimed at improving the educational outcomes for all pupils at Coates Way by promoting and supporting positive engagement and empowering desired behaviour. It is a focus for our school that all our children feel supported and secure to ensure they have solid foundations for learning. We believe that through modelling and rewarding respect, kindness and empathy we will foster the same values within our children. We aim to nurture pupil's individuality through encouraging a therapeutically healthy environment, where we understand that each child learns in a unique way.

The school embraces the principles of Hertfordshire Steps which is an inclusive approach recognising, '*Positive experiences create positive feelings. Positive feelings create positive behaviour*' (Hertfordshire Steps, 2019).

At Coates Way School we aim to:

- ❖ Be welcoming and inclusive
- ❖ Have effective relationships built on respect
- ❖ Promote positive behaviour
- ❖ Listen and provide support
- ❖ Celebrate achievement and success
- ❖ Encourage independence and personal confidence
- ❖ Encourage a culture of risk taking
- ❖ Demonstrate a fair and consistent attitude
- ❖ Embed internal discipline to ensure our pupils make positive choices within society

Promoting Positive Behaviour

All adults at Coates Way will treat children with respect, kindness, value their positive contribution to school and teach them the difference between right and wrong. We will celebrate their successes and '*catch them getting it right*' (Hertfordshire Steps 2019). This will be achieved in an environment that offers positive experiences and a sense of internal reward that allows all children to flourish. In addition to the school rules, every class will agree, with the children, a set of class rules to follow throughout the year.

Planned Responses

At Coates Way we believe '*every child deserves the best possible start in life and the support that enables them to fulfil their potential*' (EYFS September 2014). With this in mind, we will provide the children with a consistent approach that praises positive behaviours and allows them opportunities to reflect upon the choices they have made. The following behaviour stages will be adopted in the school but adjusted for children depending on their age and development.

| Behaviour Stage | What it might look like | All staff <i>must</i> give at least one of the following responses <i>immediately</i> | In addition staff <i>must</i> select from the following if the behaviour continues | Some staff <i>may</i> select from the following | All staff <i>must</i> choose phrases based on this script |
|-----------------|---|--|---|--|---|
| 0 | <p>Following our school and class rules</p> <p>Sitting well on the carpet/at the table</p> <p>Showing good listening skills</p> <p>Positive, polite communication</p> <p>Being kind and helpful</p> <p>Showing respect to whole school community, including property</p> <p>Trying their best at their learning and having a go</p> | <p>Give specific verbal praise and encouragement</p> <p>Give green reward cards</p> <p>Give house points (Year 2 – Year 6)</p> | <p>Nominate a child for the Governor Award once a year</p> <p>Display a piece of children’s work of their choosing</p> <p>Share good news with a parent/carer</p> | <p>Give stickers</p> <p>Share good work with Senior Leaders</p> <p>Give class and individual rewards appropriate to their age range</p> | <p>“Good sitting, great listening, well done for walking in the classroom...”</p> <p>Refer to ‘50 Ways to Praise’ phrases displayed in each classroom</p> |
| 1 | <p>Low-level disruption, e.g. calling out or talking over others</p> <p>Not following class or school rules e.g. not sharing equipment</p> <p>Not following accepted class routines e.g. lining up</p> <p>Being unwilling to have a go at their work</p> | <p>Use positive phrasing to emphasise the correct behaviour</p> <p>Reminder of what positive behaviour looks like</p> | <p>Discuss behaviour choices using factual, unemotional language with child at an appropriate time</p> <p>Review teaching approaches for the child</p> | <p>Use other pupils as examples of positive behaviour</p> <p>Give the child two appropriate positive behaviour choices</p> <p>Use visual cards as a positive reminder</p> <p>Move child away to work at a concentration station supported by an adult, another peer or extra resources</p> | <p>“Quiet voices, pen down, careful walking...”</p> <p>“Well done <i>name</i> for waiting.”</p> <p>“You can write your name now or you can do it at break time with me. You choose.”</p> <p>“You were whistling on the carpet and this distracts the children from listening to the lesson and learning. Next time remember to keep your mouth quiet so everyone can listen and learn.”</p> |

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| 2 | <p>Repeating Stage 1 behaviour, plus:</p> <p>Affecting other children’s learning or playing e.g. continuously disrupting others</p> <p>Using negative verbal and body language e.g. unkind words, swearing or hand gestures</p> <p>Leaving the room without permission</p> | As Stage 1, plus: | | | <p>“You threw a frisbee at <i>name</i> today to hurt them. Tomorrow you will spend 10 minutes of break time watching other children play frisbee safely with an adult.”</p> |
| | | <p>Provide an educational consequence e.g. observation of modelled behaviour</p> | <p>Provide the child with an opportunity to finish the work or practise desired behaviour at an appropriate time chosen by the member of staff</p> | <p>Discuss behaviour with parents/carers</p> <p>Discuss behaviour with child and Senior Leader</p> | |
| 3 | <p>Repeating Stage 1 or 2 behaviours, plus:</p> <p>Damaging equipment or other’s belongings</p> <p>Being aggressive, e.g. pushing, pinching, shoving, spitting, biting</p> <p>Consistently excluding others from activities or games</p> <p>Use of inappropriate subject matter e.g. of a sexual nature</p> | As Stages 1 and 2, plus: | | | <p>“How are you feeling? Can you tell me what happened? How did that make <i>child’s name</i> feel? What can you do now? What can you do differently next time?”</p> |
| | | <p>Remove child/children from the situation and provide opportunity to calm down then reflect, repair and restore</p> | <p>Provide a consequence for the behaviour which relates directly to the behaviours seen</p> | <p>Inform parents/carers</p> <p>Inform Senior Leader</p> <p>Log behaviour on school incident system</p> | |
| 4 | <p>Repeating Stage 1, 2 or 3 behaviours, plus:</p> <p>Causing physical harm to others</p> <p>Making racist, homophobic, or other discriminative remarks</p> <p>Incidents of bullying or cyber-</p> | As Stages 1, 2 and 3, plus: | | | <p><i>Start with the child’s name, then choose appropriate phrases from below:</i></p> <p>“I can see something has happened.”</p> <p>“I am here to help.”</p> <p>“Talk and I will</p> |
| | | <p>Use de-escalation script</p> <p>Disempower the behaviour</p> | <p>Inform parents/carers</p> <p>Inform Senior Leader</p> <p>Log behaviour on school incident system</p> <p>Refer to Steps flowchart and</p> | <p>The school <i>may</i>:</p> <p>Exclude a pupil (see details below)</p> | |

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| | bullying, peer on peer abuse, in or out of school Putting themselves or others in danger | | begin behaviour analysis [see Appendix i] | | listen.” “Come with me and...” “You can listen from under there, we’re going inside and you can come in when you’re ready.” |
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Educational and Protective Consequences to Undesired Behaviour

Staff may need to put in place an educational or protective consequence as a result of some undesired behaviours (as described above). These may include limiting freedoms to protect either themselves or others, for example differentiated play times; helping to repair damage; observing, rehearsing and modelling good behaviours; completing missed work at a time chosen by an adult. For example, if child A is purposefully throwing some play equipment at child B with the intention of harm, the staff member would remove child A to observe the others playing appropriately. Child A would then spend some time practising how to use the equipment safely with an adult, before introducing other children for further rehearsal.

Recording and Reporting Information

For behaviour stages 1-3, staff may choose to inform SLT or parents/carers if behaviour is repetitive and the child is not responding to strategies put in place. For behaviour stage 4, staff must inform SLT and parents/carers.

SLT will be notified verbally, via email or the school’s incident system. SLT must provide an action or way forward and may discuss appropriate responses with the member of staff.

Parents/carers will be notified verbally or through a communication book (if already in place), by the class teacher and/or SLT if necessary. Staff will inform parents/carers of what took place using factual, unemotional language, and what action has been and will be taken. They will not name or discuss other children involved. Communication between staff and parents/carers may be recorded using the school’s incident system if necessary. If behaviours continued or escalated, the system above would be repeated, and previous action would be reviewed for a potential change in approach.

We understand that all children are different and some of our pupils may have presenting needs that require a different approach from staff. For instance, those identified with having Special Educational Needs or Social, Emotional and Mental Health Needs may need an individualised plan and approach. Furthermore, for those pupils whose needs do not meet the expectations of the policy we will work to create an individualised behaviour management plan by using the Hertfordshire Steps flowchart [see Appendix i].

Exclusions

Exclusion will only be considered as a last resort if all the preventative strategies have been tried and documented. The school has the right to exclude a pupil from school for a fixed period of time (up to 45 days in a year), or permanently, in the following circumstances: a serious breach, or persistent breaches, of the school’s behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The school follows local and national guidance on fixed and permanent exclusion.

Summary

We ensure that there is a clear and consistent system of sanctions and rewards to enable all pupils to learn in a positive environment. Our vision also sets out our aim of helping young people to become independent and socially confident. To this end, our approaches to positive behaviour management have the aim of promoting internal discipline and prosocial behaviour in our pupils.

Review date: Summer 2022

Appendix i:

